



# The John Loughborough School

## Inspection Report

**Unique Reference Number** 102167  
**Local Authority** Haringey  
**Inspection number** 286297  
**Inspection dates** 13–14 February 2007  
**Reporting inspector** Barry Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Comprehensive	<b>School address</b>	Holcombe Road
<b>School category</b>	Voluntary aided		Tottenham
<b>Age range of pupils</b>	11–16		London N17 9AD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8808 7837
<b>Number on roll (school)</b>	295	<b>Fax number</b>	020 8801 6719
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Pastor H Walters
		<b>Headteacher</b>	Dr J Alexis
<b>Date of previous school inspection</b>	4 March 2002		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	13–14 February 2007	286297

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is smaller than average and serves an inner-city area with high social deprivation. About one-third of the pupils travel from further afield. It is a denominational Seventh-day Adventist school, although over half of the pupils are from other faiths. Almost all the pupils are from minority ethnic backgrounds although few are at an early stage of learning English. The proportion of pupils with learning difficulties and disabilities is broadly average. Attainment on entry to the school is slightly below average. The proportion of pupils who join or leave the school during Years 9 to 11 is higher than in most schools. The headteacher, governing body and all but one of the senior leadership team have all been in their current roles for less than 18 months.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than, in all the circumstances, it could be reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required to improve the quality of teaching and standards and achievement, particularly in mathematics and French.

Pupils join the school with attainment that is consistently a little below average. By the time they leave at the end of Year 11 standards are below average overall. However, there is greater variation between the performance in different subjects than is found in most schools. Results are consistently good in English, art and information and communication technology (ICT) as a result of the good teaching for these subjects. However, there are weaknesses in the teaching in many other subjects and consequently pupils do not attain the standards they should in mathematics, religious education (RE) or French. There are several reasons for this. The school has not been able to recruit well-qualified permanent staff in all subjects and it has been unable to find suitable replacements for all staff on long-term absences. Several other teachers do not plan their lessons sufficiently well to meet the needs of individual pupils. As a result, some pupils make unsatisfactory progress in these subjects. It also means that pupils are not usefully engaged in these lessons, a minority become distracted and this impedes learning for other pupils occasionally. Parents are appreciative of the efforts of the school generally but a significant minority wish to see improved behaviour in the school. Inspectors agree that whilst behaviour is satisfactory, it could be improved further if teachers are more consistent in their approaches to managing the pupils.

Pupils' personal development and well-being are satisfactory. Most have positive attitudes to school and this is shown by their much improved attendance over the last 18 months. They feel safe and enjoy coming to school. They show respect for other beliefs and cultures. This reflects well on the Christian ethos of the school and the individual care given by most staff. It is a small school and knows its pupils well. Pupils with learning difficulties and disabilities make satisfactory progress as they receive sound support.

The school recognises that much work remains to be done but the new leadership team are bringing about change and this is an improving school. The science curriculum is satisfactory and recent enhancement has led to improved standards at Key Stage 4. The school is also considering the introduction of Spanish to improve provision for modern foreign languages. Standards have risen at Key Stage 3, there have been improvements in the quality of care and pupils' attendance and more rigorous monitoring procedures have been introduced. The governors are determined to oversee further improvements and are an effective 'critical friend' to the school. This demonstrates that the school has satisfactory capacity to improve.

## What the school should do to improve further

- Improve the quality of teaching and ensure that it meets the needs of pupils in all subjects.
- Improve the standards and achievement, particularly in mathematics and modern foreign languages.
- Ensure that all pupils behave well.

## Achievement and standards

### Grade: 4

Standards in the national tests in Year 9 have been exceptionally low in recent years. The school has introduced better procedures for tracking pupils' progress and has monitored teaching more rigorously. Consequently, results improved significantly in 2006 in English and science although they remain below average overall. Standards in Year 11 are below average but this masks a very wide difference in performance between subjects. Given the pupils' starting points, the results in English, ICT and art are consistently good but they are unsatisfactory in mathematics, French and RE. The underperformance is because of weaknesses in teaching and a lack of effective leadership in some subjects. The proportion of pupils gaining five or more higher grades at GCSE level has risen steadily in the last four years except for a dip in 2006. These results have been boosted considerably by the very high pass rates in a vocational science course. In sharp contrast, when passes in English and mathematics are included the proportion drops significantly. Three times as many pupils achieved five or more higher grades including English and mathematics in 2003 compared to 2006. Standards in English have been maintained and the fall is due to the decline in results for mathematics. This is particularly true for the performance of Black Caribbean boys who do very well in English but underachieve in mathematics. The inconsistent performance and pupils' poor progress in key subjects mean that achievement is unsatisfactory overall.

## Personal development and well-being

### Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. This means that pupils get on well with one another whatever their background. As one pupil said, 'Different religions are treated equally and we all pray together'. The school council feels that its views are valued. Its representatives have been able to influence improvements to the toilets and they wrote and produced the school's newsletter for distribution to the church and local communities. Pupils also have a say in the appointment of new staff. The pupils raise money for contributing to charities. They have a good understanding of healthy-eating issues and are very active in numerous sporting activities. The school has tightened its procedures for promoting good attendance including effective follow up with parents when absences occur. As a result, attendance improved significantly last year to above average and that has been maintained this year. Punctuality to lessons and to school at the start of the day

remains an issue. The school has met with mixed success with its new draft behaviour policy. Few pupils are excluded from school and the new learning resource centre helps when individual pupils misbehave. The pupils also report that there is little bullying and they have confidence in adults to deal with it when it occurs. However, there is not a consistent approach to managing behaviour and there is too little staff presence in the corridors when pupils move between lessons. Some elements of pupils' preparation for later life are satisfactory. They make good progress in literacy and ICT skills and receive sound advice for careers. Their lack of progress in numeracy and other key subjects means that preparation for their future economic well-being is unsatisfactory overall.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Teaching and learning are inadequate. Despite some recent improvements there is too much unsatisfactory teaching and too little good teaching. There is also too much disparity between subjects which results in uneven performance in external examinations. Common weaknesses are that assessment data are not used well to inform lesson planning and that teachers use too narrow a range of teaching styles. This does not enable pupils to learn in different ways or sustain their interest for the whole lesson. In some lessons there is too much 'teacher talk' and too few opportunities for pupils to engage in discussion or collaborative work. Marking does not give pupils sufficient feedback on how they might improve further. There have been recent improvements in lesson planning and sharing objectives of lessons with pupils. The school does have some good teachers capable of helping the school move forward. For example, teaching in art is of a consistently high standard and pupils produce some exemplary work.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. It has been reviewed recently and more use is now being made of ICT and this is contributing to pupils' good ICT skills. The curriculum in science has also been improved by providing more opportunities for pupils to explore and investigate scientific ideas. Provision for personal and social education is satisfactory. A few parents of more able children have taken them away from the school in Years 9 to 11 in recent years. The school has responded positively to this, has improved provision and created the new post of gifted and talented coordinator. Extra classes and trips are available outside of normal lesson times for these pupils, and those who have been entered early for GCSE examinations have been successful. The school has broadened its provision for vocational courses through good links with other institutions as part of the local authority's 14-19 strategy. The provision for modern foreign languages is unsatisfactory and contributes the pupils' unsatisfactory progress. There is a good range of extra-curricular clubs and visits and these are valued by the pupils.

## Care, guidance and support

### Grade: 3

The quality of care, guidance and support is satisfactory with some good features. There are effective procedures for ensuring that pupils are safe and most pupils feel cared for by the adults in the school. As one pupil said, 'It's like a family and community here, it's really comfortable. All teachers know us. The 'learning support centre' provides a 'safe haven' for vulnerable pupils and those at risk and contributes to the low level of exclusions. This is complemented by satisfactory links with other agencies when the need arises. The provision for the care and support of pupils has been increased in the last year with the appointment of two learning mentors. The tracking of individual pupils' progress has been strengthened and is now satisfactory. Some pupils still do not know their targets and so do not understand how they might improve further. Nevertheless, the school is now better placed to identify underachievement and to give appropriate support to these pupils.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher is passionate about education and has ambitious plans to improve the school. She is ably supported by her senior management team, but not all teachers share her vision. Senior managers are successful in promoting good care but have had more limited success in raising attainment, particularly in mathematics. The school has accurately assessed its strengths and weaknesses and there is a new realism about achievement in the school. Consequently, the weaknesses are now being tackled much more vigorously and there are improvements in performance at Key Stage 3 and in science at Key Stage 4. More robust procedures have been introduced to monitor the quality of teaching but they are not yet fully effective. There is still too much unsatisfactory teaching. There is a more urgent approach to ensuring that all teachers are qualified. The school has experienced difficulties in appointing staff who practise the faith of the school. This has resulted in an over-reliance on temporary and agency staff and performance in some subjects has suffered as a result. The governors have decided to revise their criteria for appointing staff and gaps will be filled by the best available teachers. They are raising expectations for the school and are determined to take robust action to ensure that these are met. In addition, the governors intend to work closely with the local authority. This has the potential to bring greater cohesiveness to leadership and management.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the help and cooperation when we inspected your school. We spoke to some of you in lessons and others in groups including members of your school council. They told us that their views are valued and that pupils are consulted over the appointment of new staff, for instance. You enjoy coming to school and feel safe there. You also say that there is respect for others' beliefs and cultures and this reflects well the Christian values of the school. The school is improving in some areas, as shown by the results in the Key Stage 3 SATs last year which were much better than in previous years. The proportion of the Year 11 pupils achieving five or more higher grades at GCSE has also risen in most years but the picture is different when mathematics is included.

Our main finding is that your school needs to improve significantly in a couple of ways. First, to make sure that you get good teaching in all your subjects. Second, we would also like you to get the good results in mathematics and French that you do in English. Your artwork is outstanding and is a credit to you and your teacher. The school is also deciding whether it can teach Spanish and we agree that this should be considered. The school is taking steps to make things better but we want the process to be speeded up. You can play your part too. We are pleased to see the improvements in your attendance and it is now good. Some of you are not punctual at the start of the day and to lessons and this can be improved. Some of you do not behave well with a few teachers. If you misbehave you do not learn well in these lessons and, more importantly, nor do your classmates. We are also asking the school to ensure that behaviour is consistently good in all classes and around the school.

For our part, we will check on how well the school is able to bring about improvements and make John Loughborough the good school everyone wants it to be. Make sure you do everything to help.

We wish you success in the future.

Barry Jones

Lead inspector